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ABSTRACT

As part of an administrators' workshop, participants responded to a questionnaire dealing with knowledge and awareness of the new social studies. One year later a followup questionnaire assessed recent activities toward knowledge, awareness, and implementation. A comparison of results on the questionnaires for the extent of use of five national curriculum projects showed a marked increase in usage. Followup assessments also showed an increased familiarity with the Social Science Education Consortium's Curriculum Materials Analysis System (CMAS), The Educational Resources Information Center Clearinghouse for Social Studies (ERIC/ChESS), and the Social Studies Curriculum Guidelines developed by the National Council for the Social Studies. When asked about general attitudes toward the workshop, new information gained, and impressions of workshop activities, the participants were equally positive in the posttest and followup. When queried about dissemination activities and implementation of new curriculum, 14 out of 18 of the administrators indicated positive activities in the followup questionnaire. The results indicated that the workshop had a positive and lasting impact on administrators' knowledge of and attitudes toward the new social studies. (Author/DE)

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FOLLOW-UP EVALUATION REPORT
ADMINISTRATORS' CONFERENCE ON
SECONDARY SOCIAL SCIENCE

Conducted at
SUNY Albany

BEST COPY AVAILABLE

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BACKGROUND AND INTRODUCTION

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The Secondary Administrators' Social Science Conference was held at the Saint Rose College from Tuesday, June 19, through Tuesday, June 26, 1973. The overall purpose of the conference was "to upgrade the level of knowledge of new social science curricula and of new methods of social science instruction" (Herlihy, 1972). Parallel objectives of the conference were "to develop a background in the 'new social studies,' in needs assessment, in curricula analysis, and in implementation practices and procedures" (Herlihy, 1972). Specifically, the secondary curricula included in the new methods in the social sciences were the following:

1. Anthropology Curriculum Study Project
2. Sociological Resources for the Social Studies
3. High School Geography Project
4. American Political Behavior
5. Man: A Course of Study

In order to assess the participant's knowledge of the new social studies, selected curriculum materials, data sources, and overall attitudes toward the workshop; a questionnaire was devised and administered on the last day of the workshop. Responses were tabulated and reported for all conference participants (N =20).

A second device, which asked most of the same questions but also asked for overall attitudes about the workshop and activities related to implementation, was mailed to conference

participants in April - May of 1974. Responses were tabulated and reported for all questionnaires received in the mailed follow-up (N = 18).

This report abstract presents comparative data on participant attitudes from the post-conference questionnaire, and mailed follow-up relative to stated project objectives.

RESULTS

The first area assessed by the questionnaires asked the conference participants to indicate on a five point scale (not at all to throughout the system) the extent to which the five curricula were being used in their schools. The responses are summarized in Table 1.

Table 1
EXTENT TO WHICH CURRICULA ARE BEING USED IN PARTICIPANT'S SCHOOLS

Area		Five Point Scale 1	2	3	4	5
1. Anthropology Curriculum Study Project	Post	13	3	2	1	1
	Follow-up	10	4	3	1	0
2. Sociological Resources for the Social Sciences	Post	14	5	1	0	0
	Follow-up	9	5	2	2	0
3. Geography in an Urban Age	Post	14	4	0	2	0
	Follow-up	10	4	2	1	0
4. American Political Behavior	Post	13	6	1	0	0
	Follow-up	8	5	3	2	0
5. Man: A Course of Study	Post	13	3	3	0	1
	Follow-up	10	3	3	1	1

The five point scale was: 1, not at all; 2, in one or two

classes; 3, in about half of the schools and classes; 4, in a majority of the schools and classes; 5, throughout the system. The figures in Table 1 show rather conclusively that these curricula were not in wide use in participant's schools. The follow-up data shows a rather marked decrease in the not at all category, with a trend in other areas that would seem to suggest that more of the participant's schools are now either using or investigating these curricula.

The data summarized in Table 2 asks participants to what extent they were familiar with the three curriculum materials analysis systems.

Table 2
FAMILIARITY WITH CURRICULUM MATERIALS ANALYSIS SYSTEM

		Five Point Scale				
		1	2	3	4	5
Social Studies Consortium Curriculum Analysis Systems	Post	2	1	1	13	3
	Follow-up	0	0	2	12	4
Michaelis Curriculum Materials Analysis System	Post	2	6	4	7	1
	Follow-up	2	5	4	6	1
Indiana Council for the Social Studies Modification of the Social Studies Consortium Curriculum Analysis System	Post	1	0	2	9	8
	Follow-up	2	1	3	6	6

Familiarity with these three systems was one objective of the conference. The following five point scale was used:

1. Very unfamiliar
2. Unfamiliar
3. Uncertain
4. Familiar
5. Very familiar

The participant's ratings differ only slightly from the post-assessment to the follow-up assessment on these three items. However, on the Social Studies Consortium Curriculum Analysis Systems item, participants show an increased level of familiarity with these materials as compared to the post-conference assessment.

The data shown in Table 3 asked participants to rate the extent to which selected categories were likely to be major categories in a curriculum materials analysis system.

Table 3
EXTENT TO WHICH SELECTED MAJOR CATEGORIES ARE LIKELY TO BE INCLUDED IN A CURRICULUM MATERIALS ANALYSIS

Category		Five Point Scale 1	2	3	4	5
Rationale (1)	Post	11	3	0	2	4
	Follow-up	9	2	1	2	5
Objectives (1)	Post	12	4	0	1	3
	Follow-up	9	3	1	2	3
Costs (1)	Post	8	3	1	5	3
	Follow-up	9	0	4	1	4
Learning Theory (4)	Post	4	6	3	3	4
	Follow-up	3	5	1	4	5
Teaching Strategies (1)	Post	11	3	1	3	2
	Follow-up	12	2	0	4	0
Tests for Students (2)	Post	3	6	2	9	0
	Follow-up	0	10	3	1	4

Participants responded on the five point scale below:

1. Very frequently
2. Frequently
3. Uncertain
4. Infrequently
5. Very infrequently

The responses of expert judges are given in parentheses in the table under each item. The data summarized in the table differs only slightly, whether post assessment or follow-up assessment is examined. Two exceptions; however, of Teaching Strategies and Test for Students, changed markedly in the direction of expert opinions on the follow-up assessment.

The data in Table 4 was used to assess the extent to which participants were familiar with certain data sources for Social Studies Education.

Table 4
FAMILIARITY WITH DATA SOURCES

Statements	Five Point Scale 1	2	3	4	5	
Review of Social Studies Projects in Social Education issues (April, 1970 and Nov., 1972)	3	1	1	8	7	Post
	3	2	2	5	6	Follow-up
Social Studies Curriculum Materials Data Book	2	1	1	12	4	Post
	0	1	2	11	4	Follow-up
ERIC/CHESS	5	5	2	6	2	Post
	0	2	3	5	8	Follow-up
Handbook of Research on Teaching (Ch. 29, 2nd Edition)	5	7	12	3	3	Post
	1	5	7	3	2	Follow-up
Social Studies Educational Consortium	2	3	1	11	3	Post
	1	2	2	9	4	Follow-up
Social Studies Curriculum Guidelines, developed by NCSS Taskforce, in Social Education issue (Dec., 1971).	1	2	2	10	5	Post
	0	0	2	9	7	Follow-up

The following five point scale was employed:

1. Very unfamiliar
2. Unfamiliar
3. Uncertain
4. Familiar
5. Very familiar

A very clear upward trend was noted in the two areas of:

1. ERIC/CHESS

and

2. Social Studies Curriculum Guidelines, developed by the NCSS taskforce.

Such a trend would appear to suggest that these data sources were being used or investigated by participants between the post and follow-up assessments; perhaps, more so than other data sources surveyed.

The post-conference and follow-up questionnaires also contained nine statements used to examine overall participant reactions to the workshop.

The first four questions asked the participants the amount of new information they gained relative to new social science curricula, needs assessment, curricula materials analysis, and implementation practice and procedure. The participants' responses show very little difference between post-assessment and follow-up assessment, although responses are still generally positive.

Statements five through nine asked for participant ratings on various information related to their impressions of the workshop activities. On statements five and nine, the participants' ratings show a trend toward positive

Table 5
OVERALL REACTION TO THE WORKSHOP

Statement	Five Point Scale 1	2	3	4	5	
1. The amount of new information (skills) I have gained relative to new social science curricula was	0	1	5	5	9	Post
	0	1	8	5	4	Follow-up
2. The amount of new information (skills) I have gained relative to needs assessment was	1	4	9	4	3	Post
	1	2	8	5	2	Follow-up
3. The amount of new information (skills) I have gained relative to curriculum materials analysis was	2	1	1	9	7	Post
	0	2	9	2	5	Follow-up
4. The amount of new information (skills) I have gained relative to implementation practice and procedure was	0	2	7	6	5	Post
	2	2	7	3	4	Follow-up
5. The extent to which I will probably use this information (technique or skill) is	0	0	3	8	9	Post
	0	0	1	7	10	Follow-up
6. The possibility that some of the new social science curricula will be used in schools with which I am associated is	1	1	1	5	12	Post
	0	2	5	5	6	Follow-up
7. In terms of professional importance to me, this workshop was	0	2	1	6	11	Post
	0	1	3	7	7	Follow-up
8. The extent to which this workshop has prepared me to make curriculum decisions has been	1	0	4	9	6	Post
	0	2	3	7	6	Follow-up
9. Compared to other workshops I have attended, this workshop has been	0	2	3	6	9	Post
	0	0	7	5	6	Follow-up

Scale - Items 1, 2, 3, 4, and 8 - minimal/average/considerable

Item 5 - never/occasionally/frequently

Item 6 - slim/average/great

Item 9 - not stimulating/average/stimulating

reactions related to the use of information presented at the conference, and general comparison of this workshop to others.

In addition to the more formal ratings, participants were asked to respond to two open-ended questions on the follow-up questionnaire. The areas assessed were intended to provide direct information related to specific dissemination or implementation. The first question was:

1. Please describe any informational or dissemination activities that you conducted on "new social science" materials or other related information as a result of the Administrator's Conference. (meetings, curriculum committees, study groups, reports, visits, materials, information sources, basic documents, etc.)

curriculum committee
departmental presentations
2 regional meetings(6 counties)
12 inservice classes for teachers
spoke with all social studies teachers
presented at social studies curriculum meetings
complete documentation of all conference materials to teachers
inservice of two curriculum projects
using MACOS on an experimental basis
materials presented to all social studies teachers
conference materials recommended to Board
revamping all social studies programs in our school
implemented American Political Behavior
used materials at teacher workshops
none - on leave of absence
none
none
none

The Second question was:

2. Please describe any implementation efforts for this year, or plans or budgeted efforts for next year, relative to the above five curricula (or other curricula). trials, pilots, use of part of one or more of the curricula

implementation of Geography into Freshmen classes
American Political Behavior now being used
American Political Behavior implemented in 11th grade

MACOS being used as a pilot project
pilot study of all projects for implementation
next year
Patterns of Human History ordered by teachers
have implemented Geography in an Urban Age
application for follow-up finds to aid dissemination
some materials have been purchased for study
purchased all conference materials for our library
proposal made to Board of Education
purchased units on Geography
none - leave of absence
none
none
none
none
none